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ABSTRACT

Presented is a curriculum guide for the training of interpreters for the deaf consisting of 15 sections to be used as individual units or comprising a two part, 1 year course. The full course uses the text, Interpreting for Deaf People, as a guide and includes laboratory and practicum experiences. Curriculum guidelines include specific aims such as the improvement of the quantity and quality of interpreters for deaf persons, a rationale, criteria for the selection of interpreter trainers and interpreter trainees, an outline of the course of study, and a discussion of the labor market. Considered in the first half of the course are governing factors for any interpreting situation including the ethics of interpreter behavior, interpreter client relationships, linguistics, the physical setting, compensation, oral interpreting, reverse interpreting, and deaf blind interpreting. The second half of the course deals with interpretation in specific settings including the educational, mental health, medical, social work, vocational rehabilitation, legal, and religious settings. A final section considers the Registry of Interpreters for the Deaf. Laboratory or practicum experiences are assigned for each section. See EC 001 454 for the text used in the course. (DB)

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Interpreter Training

A Curriculum Guide

DEAFNESS RESEARCH & TRAINING CENTER

New York University School of Education

ED 074656

C U R R I C U L U M G U I D E

for

I N T E R P R E T E R T R A I N I N G

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EDUCATION & WELFARE
OFFICE OF EDUCATION
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INTERPRETER CURRICULUM

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PREFACE

This interpreter training curriculum guide has been prepared with maximum flexibility and adaptability in mind. The whole area of interpreter training is today a very new and relatively undeveloped field. Considerable leeway is therefore afforded to permit the instructor to make changes and modifications, as circumstances and experience dictate.

The guide itself is laid out in such a way as to permit the various units to be used either individually (as courses or topics for instruction) or as a two-part course. No hard and fast instructional rules can or should be laid down here. Individual instructors and their institutions may well wish to adapt the topics to conform to local curriculum requirements; these factors and contingencies have been kept in mind. (See Curriculum Guidelines, p. vi.)

Figure 1, Page ii, gives an overview of the total program. It may be stated that all interpreting activities are governed by several factors: interpersonal relations, physical setting, ethics and interpreter behavior, compensation (where pertinent), the vocabulary required for the specific interpreting assignment, and related topics. These governing factors may be referred to as constants. They appear as the periphery or rim around the diagram.

Within this periphery we see a number of specific settings: educational, mental health, medical, social work, vocational rehabilitation, legal, and religious. These are the most common, but by no means all the possible settings, in which an interpreter is called upon to function. These settings may be referred to as variables.

Sections II to VII cover the governing factors or constants. Here we have the basics for any course in interpreting for deaf persons. Taken as a single unit then, Sections II to VII can be regarded as an introductory or prerequisite course leading logically into specific settings, each of which is dealt with in depth in Sections VIII through XIV.

Again, depending on specific instructional/curricular requirements, the sections on individual settings may form a single course, or even individual courses. Much will of course depend on the level and needs of the particular class.

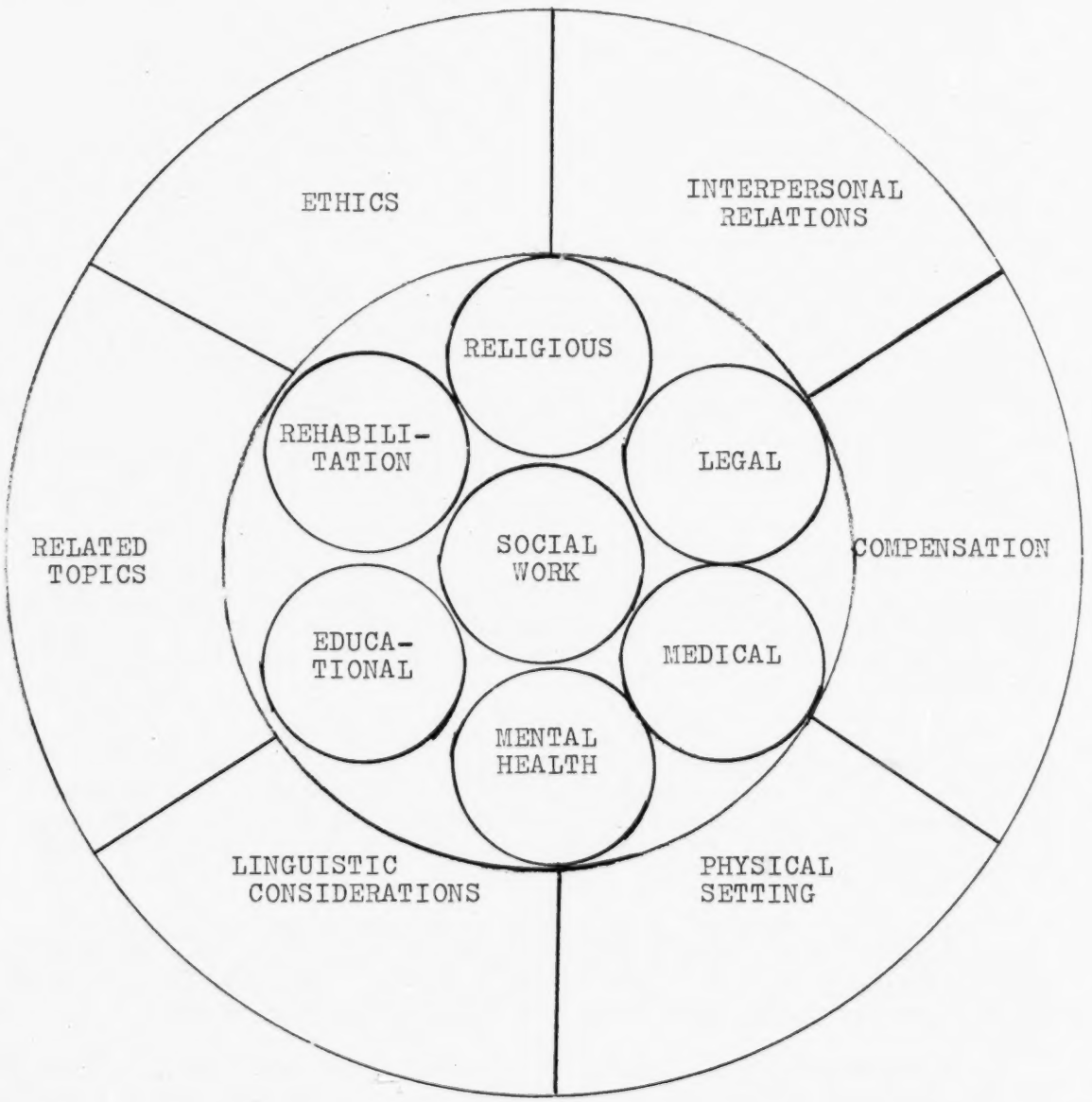
The introduction itself is divided into two parts. The first, General Orientation to Deafness, may or may not be used. The instructor will be guided here by the level of expertise of the class in general, as well as its members' specific interests and needs.

Figure 1

Schematic Representation of Interpreter Training Program:

Deafness Research & Training Center

New York University



The second part, The Communication Skills Picture, is presented on the thought that many interpreters, well aware that they are often questioned by curious and interested persons, will find it valuable to have some knowledge of the history of communication systems, and particularly of manual communication. (113-p.111)

Some of the material in this guide, at least at the present time, may be considered controversial. The RID Code of Ethics, as a case in point, is presently only advisory; it is not enforceable. Perhaps this will change later on.

As another example, we have the matter of "proper" attire for the interpreter. Much has been said about clothing colors: usually rather somber to permit the hands to stand out in contrast. No research has actually been done in this area, at least at the present writing. It is merely opinion. Some interpreters maintain that clothing colors are not crucial in one-to-one interpreting situations. The instructor may wish to dwell upon this whole matter of attire, in the context of its controversial nature. Statements in the guide, then, should never be considered as the "last word;" and the discerning teacher should be sensitive to individual matters about which there is controversy today.

The Bibliography forms an integral part of the guide. Citations are given where pertinent, and readings are suggested on specific topics. References directly related to manual communication and/or interpreting are listed in Section I of the Bibliography: Introduction. Other references are offered as suggested readings in specific areas of interpreting, and these appear under appropriate headings of the Bibliography.

Interpreting for Deaf People, cited at the beginning of the Bibliography, serves as the text and is thus referred to throughout the guide.

No attempt is made to offer anything prescriptive in the matter of actual scheduling of classes and laboratory sessions; individual curricular practices might serve as general guides during initial presentation of the material. Experience, as always, is the best teacher. It is hoped that others will share their experiences with the authors, for the ultimate benefit of the growing new field of interpreting.

Resourceful interpreter trainers should be able to adapt the curriculum guide to any number of formats: inservice, pre-service, summer session, etc. Local needs, available time, makeup of the class, are all governing factors.

ACKNOWLEDGEMENTS

This interpreter training curriculum guide has been a cooperative endeavor all along. Dr. Lottie Riekehof, formerly of the Deafness Research and Training Center of New York University and now Dean of Women at Gallaudet College, Washington, D.C., did much preliminary work in the area of interpreter training, and we wish to acknowledge our indebtedness to her.

The present material is essentially the culmination of a long series of workshop-type meetings held nearly every other Saturday for a period of about four months, from January through April of 1972. Members of the Metropolitan New York Chapter of the Registry of Interpreters for the Deaf (NY RID Metro) contributed generously in time, energy, and thought. It was a remarkably diversified group, with members representing many different areas of interpreting.

A special note of thanks is due to each participant. Without their help the guide would not have been possible. Space prevents listing the names of each member of this large and dedicated group, but our indebtedness is none the less profound.

Lynn Pamulo, President of NY RID Metro, was particularly helpful all along. Always rich in ideas and in ways to implement them, her assistance was invaluable.

Susan Wolf deserves special mention for her fine contribution in the area of educational interpreting, as does Margaret Borgstrand for legal and medical interpreting.

Judge Jerome L. Steinberg of the Civil Court of the City of New York gave a valuable talk on legal interpreting, from the standpoint of both a judge and a former attorney practicing with deaf clients. We thank him for the many insights he shared with us.

In August, 1972, at a two-day meeting in Long Beach, California, co-sponsored by the Deafness Research and Training Center and Dr. Ray L. Jones of California State University at Northridge, the curriculum guide was examined in detail by a panel of national experts in interpreting and interpreter training. The universities and training centers involved in this meeting, in addition to the two above-named, were: Gallaudet College, Washington, D.C.; National Technical Institute for the Deaf, Rochester, N.Y.; Delgado College, New Orleans, La.; the Callier Hearing and Speech Center, Dallas, Tex.; Lee College, Eastfield, Tex.; St. Paul Technical and Vocational Institute, St. Paul, Minn.; the University of Minnesota; the Registry of Interpreters for the Deaf, Denver Community College, Denver, Colo.; the University of

Illinois, Urbana. In addition, a number of unaffiliated experts were present. Many valuable suggestions for the guide resulted from this meeting, and they have been incorporated wherever possible. The authors wish to acknowledge their great indebtedness to the many people who attended this meeting.

The staff of the Deafness Research and Training Center, as always, gave generously of their time and expertise toward the preparation of this guide. Thanks is due them, individually and collectively.

And finally, the Center wishes once again to express its gratitude for the continuing support and encouragement received from the Social and Rehabilitation Service of the U.S. Department of Health, Education and Welfare.

M.L.A.S.
C.C.T.
J.D.S.

INTERPRETER TRAINING

CURRICULUM GUIDELINES

1. Specific Aims.

   a. To help relieve the chronic shortage of interpreters for deaf persons.
   b. To improve the quality of interpreting for deaf persons.
   c. To open up new job opportunities in the field of interpreting for deaf persons.
   d. To disseminate information on interpreting as a vocational skill, and thus to bring more people into interpreting.
   e. To develop an economically and academically feasible training program for interpreters.

2. Rationale.

With the explosion of knowledge today, with more and more qualified deaf persons entering advanced educational programs with hearing people, with deaf advocacy on the rise, with more and more attention focussing on minority groups in general, it is clear that we must add to the number of available interpreters and that we must make a concerted effort to develop higher quality interpreting. The end result is clear: the deaf community will receive better service. In the process, too, interesting and challenging job opportunities will be opened in the field of interpreting for deaf persons.

Interpreters are in very short supply throughout the nation. The Registry of Interpreters for the Deaf currently lists approximately 1,120 members, serving a deaf population of approximately 500,000 individuals. Very few interpreters are engaged regularly in interpreting for deaf persons, and fewer still work full time at interpreting. The New York metropolitan area, as a case in point, has only 16 interpreters to serve a deaf community of 17,000 persons, and only one interpreter devotes full time. This is the general picture. (110)

Compounding the problem of availability is the problem of individual interpreter skills and standards of proficiency. Few if any members of the current pool of interpreters have received interpreter training. The typical interpreter is self-taught and often has deaf parents. There is no doubt that some of these people are highly skilled and tend to set standards of excellence for others to attempt to attain, but the fact remains that almost all lack formal preparation.

3. Selection of Interpreter Trainers.

There being no long-established programs of preparation for interpreters, there is a corresponding lack of personnel with

demonstrated ability to train interpreters for the deaf. The interpreter trainer should be a person highly skilled in manual communication and with a broad background of experience in interpreting, involving many different interpreting situations. He should possess qualities of maturity, inventiveness, and ability to lead and inspire interpreter candidates toward excellence. He should be quick to recognize and seize upon useful situations for practicum and laboratory work. He should be at home with the various visual media available for teaching and training in his area of expertise. This would especially include videotape equipment. He should be widely read in the general field of deafness and particularly in the area of interpreting and related skills. He should have a thorough knowledge of community resources serving deaf people in his geographical area and should feel comfortable and accepted in the deaf community. His ethical and moral background should be above any possible criticism. He should have, at a minimum, a bachelor's degree and a record of successful experience as a teacher of manual communication.

The above, admittedly, is an ideal. Where this ideal cannot be met, it will be up to the individual training center to make adjustments and modifications in interpreter trainer requirements. This may be particularly true in the event the interpreter trainer does not have the necessary minimal formal academic degree requirements. A useful guideline to adhere to would be an interpreter training program staffed with a minimum of two persons: (a) an academic person with an M.A. or a doctoral degree, with some expertise in the area of deafness and competent in manual communication; and (b) a person meeting the requirements spelled out in the foregoing paragraph, but not necessarily holding an academic degree. (24, pp. 8, 26)

4. Selection of Interpreter Trainees.

It is anticipated that there will be two categories of trainee candidates:

(a) those competent in the general area of manual communication and
(b) those not competent in manual communication but desirous of learning and becoming interpreters for deaf persons.

Individuals in category (a) would, after submitting the requisite application forms, undergo a screening process involving a personal interview with the interpreter trainer. At this interview the candidate would be required to offer a demonstration of competency in manual communication, both expressive and receptive. The candidate would, at the discretion of the training center, also be interviewed by a screening board equipped to render subjective judgments of competency in manual communication. (Representation

from the deaf community on the screening board should be considered essential to its proper functioning.) If, in the opinion of the screening board and/or the interpreter trainer, the candidate is deficient in manual communication, remedial work in sign language may be recommended, until the candidate can demonstrate an acceptable level of competency in manual communication.

Individuals in category (b) would, after being screened for suitability for training, receive the equivalent of one academic year of education in manual communication. The assumption here is that the training center in question is equipped to offer this training. Upon completion of the requisite course of study, the student would be evaluated in the same manner as individuals in category (a), for suitability for interpreter training. If he is judged to be qualified, he would enter the interpreter training program. The recommendation of one academic year to acquire proficiency in manual communication should be considered advisory, not mandatory.

5. Screening and Testing of Trainees.

Many interpreter trainers today are devoting increased attention to the question of what makes a good interpreter. While at the present stage of interpreter training there are no set ideas, no hard and fast principles laid down, certain attributes, common sense and some research are beginning to show, make for a higher predictability of interpreter trainee success than do others. Intelligence, attitudes toward deafness, visual and hearing acuity, manual dexterity, eye-hand coordination, educational achievement level, are all known to be factors influencing to some degree a trainee's likelihood of turning out well as an interpreter. Interpreter training programs should therefore make provisions for early screening and testing of trainees. Some of the tests which have proved useful for our purposes are: the Otis Quick-Scoring Mental Ability Tests; the Edwards Personal Preference Inventory; the Stanford Achievement Test or Metropolitan Achievement Test (as suggestions), for educational achievement; the Purdue Pegboard or Crawford Dexterity; and the Minnesota Paper Form Board. The Digit Span and the Digit Symbol are both important in assessment. Audiological and visual acuity tests are very pertinent and should be administered.

The authors have experienced some initial test resistance on the part of trainees, but when it is pointed out that test results are of great value in research and in helping to uncover what makes a good interpreter, this resistance usually gives way to cooperation. That is, provided there is a promise that the confidentiality of test results will be held inviolate.

6. Course of Study.

It is recommended that one academic year be devoted to interpreter training. This may, at the discretion of the training

center, be divided into semesters, trimesters, or quarters. The exact number of course credits would likewise be left to the discretion of the training facility.

The courses (or training units) would be as follows:

A. Principles of Interpreting, I and II. A two-part sequence, extending over one academic year.

B. Laboratory in Interpreting. Offered during the first half of the year and concurrently with Part I of Principles of Interpreting.

C. Practicum in Interpreting. Offered during the second half of the year and concurrently with Part II of Principles of Interpreting.

7. Description of Courses.

A. Principles of Interpreting. This two-part sequence will aim to develop a broad base of competency in interpreting. It will be divided into eight general categories, the first of which cover the areas of ethics, deportment, client-interpreter rapport, economics, the setting involved in the interpreting situation, and linguistics. Subsequent sessions will incorporate these aspects of interpreting into specific situations: educational, mental health, medical, social work, religious, vocational rehabilitation, and legal. Trainees will also become acquainted with local, state, and national organizations of and for the deaf: their programs, resources, and services. Trainees will develop a working familiarity with local and regional agencies serving deaf persons in the areas of social welfare, vocational rehabilitation, medicine, law enforcement, religion, employment, education, and mental health. Readings will be drawn from the comprehensive bibliography on deafness, interpreting, and related skills.

B. Laboratory in Interpreting. This one-semester course, offered concurrently with Part I of Principles of Interpreting, will provide interpreter trainees with a variety of experiences, all aimed at developing skill and competence in interpreting techniques. Visual media will be employed extensively here. As an example, trainees will compare their performance in interpreting, by means of split-screen videotape, with expert interpreters. Continuous evaluation of skill will be a major component of the laboratory course.

C. Practicum in Interpreting. This course, offered concurrently with Part II of Principles of Interpreting, will offer a variety of supervised field experiences involving visits and work at various agencies serving deaf persons. Here the trainee will utilize and refine his interpreting skills in such situations as courtroom

interpreting and similar work at social welfare, vocational rehabilitation, mental health, medical, religious, and other agencies. Useful experience will be gained at facilities serving the low-verbal deaf client. Telephone interpreting, platform interpreting, interpreting on television, will also be covered.

8. Flexibility and Adaptability.

The proposed curriculum provides for considerable flexibility within a given instructional program. It is suitable either for inservice or preservice training of interpreters. Individual training centers may at their discretion introduce additional courses to satisfy degree requirements, if a degree goal is involved.

As currently constituted, however, the proposed curriculum is paraprofessional in nature and content. It should logically lead to the issuance of a Certificate of Competence by the training center, and should qualify the successful candidate for certification by the Registry of Interpreters for the Deaf.

9. The Labor Market.

There is a widely held belief among professionals in deafness that the interpreter market is an undeveloped field with interesting and promising growth potential. As more and more deaf persons become aware of the benefits which may be obtained through full communication in different situations, their demands for wider and better interpreter services tend to increase. Likewise, as agencies serving deaf people become better aware of the uses and benefits of interpreter services -- and their value in enhancing agency effectiveness in serving deaf clients -- they tend to specify or demand that such interpreter services be on hand, and they are usually glad to pay for such services. We see then a situation where, as supply grows, demand tends to increase. No doubt, as this trend continues, there will arise a need for consumer education: the training of deaf persons and others in the best and most effective use of interpreter services.

The authors have just completed a pilot interpreter training program of ten weeks' duration, and involving thirteen trainees. By midpoint in the course, about half of the trainees had already received offers of employment as interpreters, and others were still negotiating for positions. Most of these offers entailed other duties in addition to interpreting services. Few agencies seem at present to have need for full-time interpreters; most are interested in hiring people in clerical, paraprofessional capacities, in order to ensure full time employment. These newly hired people, then, function as "house interpreters" wherever and whenever required. We see the acquisition of interpreting skills, then, as a definite enhancing factor in an applicant's quest for a job in

the field of deafness. As demand for interpreting continues to grow, interpreting-only jobs may develop in time. In the meantime, we see part-time or even peripheral employment as interpreters as career ladders in many different occupations and professions. Among these are: rehabilitation counselors, teacher aides, community relations specialists, social and case workers, remedial reading teachers, vocational evaluators.

CURRICULUM CONTENT

I. INTRODUCTION

A. General Orientation to Deafness*

1. The deaf population.

a. Definitions of deafness. (2,3)
b. Etiology (past and present). (3)
c. Current statistics and demography. NCD Data.

2. The educational picture. (69)

a. A brief history. (2)

i. Bonet.
ii. de l'Épée.
iii. England.
iv. Gallaudet and the first American school.

b. Growth and development of schools.

i. Residential (public and private).
ii. Day.
iii. Parochial.
iv. Classes.
v. Other

c. Achievement norms of deaf population today.

d. Higher education.

i. Gallaudet College. (1)

a. History.
b. Curriculum.
c. Achievements.

ii. National Technical Institute for the Deaf. (71)

a. History.
b. Curriculum.
c. Achievements.

iii. Other representative postsecondary programs.

3. Representative vocations pursued by deaf persons. (83)

a. Past. Stereotyping.
Cobbling, baking, tailoring, farming, smithery, as examples. Imported from Europe.

*The instructor may use or omit this section, depending on the background, interests, and perhaps level of expertise of the interpreter class.

b. More recent past. Development of crafts. The deaf person with a college education.

i. Printing, carpentry, animal husbandry, sheetmetal work.

ii. Chemistry, map work/cartography, vocational teaching.

c. Present.

i. Body and fender work, clerical occupations, electronics assembly/repair, watchmaking, precision instrument assembly/repair, photography, the graphic and fine arts, IBM keypunch, photo offset, electrical, plumbing, building and contracting, etc.

ii. Computer operation and programming, dentistry, the ministry, the law, opening of medicine as a profession for deaf persons, post office and certain Civil Service areas, engineering, experimental surgery, prosthetics and orthotics, insurance, real estate, etc.

B. General Orientation to Interpreting.

1. Definition of interpreting. Text, pp. 1-2.

2. Interpreting in the past as an act of charity.

3. Interpreting as a professional activity: The Federal Vocational Rehabilitation Act of 1964.

a. Opening up of new training programs, research and training centers.

II. ETHICS/INTERPRETER BEHAVIOR

A. General consideration of ethical behavior. (24, pp. 2, 6; 50)

1. Reading: "The RID Code of Ethics," in Text, p.p. 9-10. See also Greenberg, J. (8), pp. 6-12, 239, story about Comstock, the interpreter.

2. Confidences: confidentiality.

3. Impartiality.
Avoid interjecting your own views: your function is to interpret.

4. Interpret faithfully.

a. Thought of speaker.
b. Intent of speaker.
c. Spirit of speaker.
d. Exceptions.

5. Discretion. Know your own abilities.

a. Accepting assignments.
When assignments involve friends or relatives.
b. The problem of socializing with tentative or past clients. Professional distance.
c. Discretion in imparting information. See Laboratory Work for this section.

B. Concepts of interpreter and of interpreting.

1. Interpreter as a 'jack of all trades.'

2. Situations to discourage and avoid.

C. Maintenance of standards of ethics and proper behavior.

1. The emerging image of interpreting as a profession. What is a profession?

2. Responsibilities to fellow interpreters and to RID.

3. Rights of interpreter and client to reject each other.

a. Must an interpreter accept everybody?
b. When may a deaf person turn down an interpreter?

4. Arbitration of disputes about the quality of an interpreting job.
   Will RID take care of this in future?

D. Total involvement in the interpreting situation.

Half-hearted involvement has no place in the picture.

a. The interpreter who is 'doing a favor.'
b. The interpreter who allows distractions to interfere.
c. The interpreter who has to leave in the middle of an assignment.

E. Punctuality.

Lateness can affect or even ruin an interpreting session.

a. Particularly crucial in the classroom.
   Instructor will not wait for interpreter to arrive.
b. Arranging for a substitute in the event of inability to keep interpreting appointment.

LABORATORY WORK

1. Review and discuss Joanne Greenberg's In This Sign an example of a bad interpreter, Comstock, the character in the court case involving nonpayment for the car. (8, pp. 6-12)

2. Do not betray confidences. Example: Sally and Jim ask you to accompany them and their real estate agent on a house-hunting expedition. They have difficulty lipreading the agent, and want you to serve as their interpreter. By the end of the day they have chosen a house they like and have come to terms on price and how payment is to be made. Later on that evening you happen to meet Sally's mother, who is also deaf, and she asks, "Did the kids find a house?"

   What is your answer?

   A. Yes, they did. (Mother then proceeds to ask more questions.)
   B. I can't tell you anything.
   C. You know when I interpret for you or Sally or anyone else I never share what goes on.
   D. I think they would prefer to tell you themselves.

   Considerations:

   Should not give information but do not want to hurt the mother's feelings.
   Interpreter should use discretion. (See p.3, 5c).
   Three possible positions:

   i. Absolutist. I won't tell you about them, and when I interpret for you I won't tell anything either.
   ii. Practical. The 'best of two worlds' attitude. Aware at all times of ethical considerations and implications, but also aware of practicalities.
   iii. Blabbermouth. Sees all, hears all, tells all.

III. INTERPRETER/CLIENT RELATIONSHIPS

A. General consideration of roles and relationships.

1. Basic function of interpreter: to transmit all the information elicited between participants in any interpreted encounter.

2. Interpreter's role. (See p. 3, B.) Is he merely a pair of ears and hands, or is he involved in the interpreting situation? If the latter, to what extent? Delineations of function and responsibility. (See paper by Dr. Lloyd Johns, 92).

   a. Flexibility.
   b. Objectivity.
   c. Detached involvement.
   d. Self-discipline.
   e. Personal values and when they may intrude in the interpreting situation.
   f. An attitude of professionalism, and what this implies.

3. Different conceptions of interpreter's role. Relates to ethics. (See Greenberg, J., pp. 6-12, p. 239)

   a. Friend.
   b. All-seeing eye.
   c. Counselor.
   d. Expert on deafness.
   e. Public relations specialist.

4. The client.

   a. Who is the client? Understanding him.
   b. Language level. (See p. 21, C.)
   c. Educational background.
   d. Assessing preferred communicative mode(s).
   e. Other factors.

      i. Performance and behavior under stress.
      ii. Emotional problems.
      iii. Behavioral and other idiosyncrasies.
      iv. Signing with and without voice, lipreading, other mechanics.

5. Client-interpreter-community relations.

   Court, audience, physician, congregation, agency, etc.

6. Attitudinal/situational factors.

   a. Interpreter must assess his ability to interpret according to client's preferred communicative mode(s).
   b. Interpreter must assess his ability to interpret in the specific setting involved.

      i. Personal honesty and objectivity.
      ii. Acceptance of limitation.

   c. When deaf client has preconceived notions, misconceptions, etc., of interpreting.
   d. Stressful situations.

      i. The courtroom.
      ii. At the scene of an accident.
      iii. When matters of mental or physical health are being discussed.
      iv. When marital affairs are being discussed.
      v. Interpreting for personal friends or relatives.
      vi. Matching the sex of the interpreter to that of the client.

7. A clear understanding of roles and relationships.

   a. For whom does the interpreter work?
   b. What the interpreter can and will do for the deaf client. (A general discussion).
   c. What the interpreter cannot do for the deaf client.
   d. Specific settings will be discussed in detail in individual sections of curriculum.

8. Compensation.*

9. Ethics.*

10. Be sure to make all arrangements in advance.

*These are particularly bothersome and are covered in more detail in the next two chapters.

LABORATORY WORK

1. Have a party with a deaf club.

   A. "Guess Who?"

   B. Sketches in sign language.

2. Videotapes of interchanges.

   Interpreting the same passage for two different groups.

3. Impassioned religious rhetoric.

4. Controversial topics which tend to polarize class members.

   Politics.

5. Legal deliberations where deaf individual is pronounced guilty.

6. Get regulations and rules regarding OVR client-counselor relations.

7. Court rules.

8. Role-playing. Have students "act deaf." Take various roles.

9. Foreign deaf clients.

10. Discuss the story of the new interpreter who went to Small Claims Court. The deaf lady was upset because the interpreter did not represent her. The case had been lost.

IV. THE COMMUNICATION SKILLS PICTURE/LINGUISTICS

A. Primitive man as a communicator. Sign language antedates verbal language.

B. Early manual alphabets.

1. The Spanish developments.
2. French adaptations.
3. English two-handed alphabet.
4. American manual alphabet development.

C. Mediterranean merchants of the Greek and Roman Empires.

An "international" sign language. (See Supplementary Materials, Edward Clodd).

D. The sign language of the American Indian. (See Supplementary Materials, Col. Garrick Mallery).

Some parallels to Ameslan.

E. More recent manual alphabets.

1. The Thai adaptation of the American manual alphabet.
   Kasemsri et alia
2. The Polish alphabet.
3. Bulgarian and Russion (Cyrrilic) alphabets.
4. Portuguese (Brazilian) alphabet.

F. International sign language.

1. Many signs have universal meanings.
2. Efforts of World Federation of the Deaf to develop an international language of signs. (47, 48)

G. Cued Speech.

1. Origins in Denmark. (O)
2. American adaptation. (Cornett)

H. The Rochester Method.

Palatability as "visible English."

I. The S. E. E. Program. (109, p.72; 29)

1. S.E.E. I
2. S.E.E. II

J. LOVE.

K. Systems of notation of the language of signs.

Stokoe et alia. (36, 61, 62)
A fruitful field of study for the serious interpreter.

L. Review of terminology.

1. Current systems of communication.

a. Oral/aural.
b. Manual.
c. Combined.
d. Simultaneous.
e. Total Communication.

2. Ameslan. (40)

New recognition of sign language as a "legitimate" language.

M. Prescriptive approaches to language usage.

These rarely work; you cannot successfully legislate language usage. Examples: who/whom, etc.

IV. LINGUISTICS (Text, p. 37)

A. Imperative to assess language level of deaf client.

1. Highly literate; may require verbatim translation.
2. So-called "average" linguistic ability.
3. Limited or "low-verbal."
4. So-called "non-verbal."

B. Methods of assessment of language level.

1. Presession with client.
   Talking about familiar things: what school, weather, etc. (Avoid talking about problems)
2. Sample of client's writing, if obtainable.
3. Avoid linguistic assessment through client's peers.
   Confidentiality is involved.

C. Personal honesty in making decision to interpret.

Can I interpret at this level?
Am I completely at ease in this situation?

D. Familiarize yourself with specific vocabulary you will be interpreting.

This is a minimal professional responsibility. If you are unfamiliar with the vocabulary, you should not accept the assignment of interpreting.

E. May have to "invent" signs for some of the specialized vocabulary.

With more literate clients, you may wish to explore initialization.

F. Deaf persons with severely limited linguistic ability.

1. Pantomime.
2. Gross gestures.
3. Facial expression.
4. Intermediary interpreters.
5. May need to win their confidence; they are often wary.
6. Awareness of tendency to agree with everything you say; to nod in agreement; to say "yes" to everything.
   Others less familiar should be made aware.

G. Interpreter may wish to familiarize himself with and increase his current knowledge of the so-called "new signs." (25, p. 72)

H. Choice of language levels -- for T.V., stage, etc. Necessity for new signs (use English examples: "turn on," "ups and downs"). Perhaps some day a facility like The French Academy -- for sign language.

I. Substandard signs.

1. Cuss words.
2. Scatology.
3. Slang.
4. Vulgarisms.
5. Sexual terms.

J. The serious student should learn Stokoe's notation system.

LABORATORY WORK

1. Attend meetings if possible, involving deaf persons of different linguistic ability. Observe their methods of communication.
2. Review terminologies of specific fields: medical, legal, mental health, etc., and make up and keep lists of sign-language equivalencies or "synonyms" which you might use in interpreting situations involving various linguistic levels.
3. Role-playing sessions should be set up for practice of Assignment 2, above. If possible, involve deaf persons here.
4. Study regional variations in the language of signs, and make note of them.
5. Practice facial expressions to portray the various emotions and nuances in communication.
6. Various training films currently in existence can be used to excellent advantage. The same may be said of videotapes.
7. Develop and sharpen lipreading skills as an aid (especially in reverse interpreting) in interpreting for low-verbal deaf persons who are orally oriented.
8. Attendance at workshops, seminars, institutes, involving interpreters using the latest signs.
9. Innovations in the general area of communication may be studied with profit.

   A. S.E.E. Program. (109, p. 72; 29)
   B. Stokoe's system of notation of sign language (for the serious student). (36, 61, 62)
   C. Cued Speech. (109, p. 84)
   D. International signs (World Federation of the Deaf). (47, 48)

10. Encourage students-only bull sessions to discuss their frustrations and to work out sign problems, to raise questions they feel might embarass themselves.
11. Let students produce their own show: stage, T.V., etc. demonstrating various kinds of songs, jokes, drama, poetry, etc.
12. Using split T.V. screen to show student and model at the same time.
13. Lou Fant's new materials.

V. PHYSICAL SETTING

(Reading: Text, pp. 11, 17, 23; 24, pp. 13-16; 25, p. 60; 64)

A. The room itself.

1. Type of room.
   a. Classroom.
   b. Doctor's office.
   c. Courtroom.
   d. Employment office.
   e. Rehabilitation office.
   f. Auditorium.
   g. Meeting room.
   h. Hospital emergency room.
   i. Church.
2. Nature of the reason that brought you there.
   Various settings: (dealt with in more detail in subsequent sections)
   a. Legal.
   b. Classroom.
   c. Religious.
   d. Medical.
   e. Large meeting.
   f. Small meeting.

B. Lighting.

1. Most important single factor in successful interpreting.
   a. Intensity of lighting.
   b. Arrangement of lighting.
   c. Type of lighting.
2. Shadows.
3. Glare.
4. Windows.

C. Visual background.
1. Colors.
2. Textures.
3. Contrasts.
4. Draperies, shades, Venetian blinds.
5. Blackboards and other portable backgrounds.

D. Clothing.

1. Skin color and clothing should contrast.
2. Avoidance of assertive colors and patterns.
3. Interpreter's 'uniform.'

E. Personal appearance.

1. Grooming.
2. Makeup.
3. Mustaches and beards.
4. Unruly hair.
5. Long fingernails.
6. Jewelry.
7. Chewing gum and objects in the mouth.

F. Interpreter-client distance.

1. Optimum distance (one-to-one situation).
2. Lighting and positioning as factors in distance.

G. Seating situations.

1. One-to-one. (25, p. 20)
2. Interviews.
   Interpreter should form a triangle with reference to deaf client and interviewer (ee). Easy visibility with avoidance of appearing 'on the side of' person speaking to deaf client.
3. Round table meetings. (64, p. 81)
4. Panel discussions.
   Sit between deaf panelists and audience.
5. Deaf persons in a large (hearing) audience. (64, p. 68, 72)
   a. Small groups of deaf persons.
      May want to sit with them when interpreting.
   b. Large groups of deaf persons.
      May wish to interpret from platform.
6. Auditoriums.
   Tiered seating arrangement preferable to single-level seating.

H. Platform interpreting. (Text, p. 17; 25, p. 60)

1. Positioning with respect to speaker.
2. Visual aids.
   a. Lighting problems.
   b. Noise and other distractions.

I. Other Situations.

Telephone interpreting, interpreting on T.V., interpreting from T.V., interpreting movies, interpreting plays. (109, p. 21), interpreting in group, extraneous noises, ways of conveying emotion, ums, stuttering.

LABORATORY WORK

1. Visit various locales: classroom, lecture hall (both tiered and flat), auditoriums, meeting rooms, round table sites, and decide where interpreter should best be situated when interpreting for:

   A. A single deaf client.
   B. A small deaf group.
   C. A large deaf group.

2. Take into account lighting, visual barriers, windows, doors, Venetian blinds and shutters, etc. Isolate and list various negative physical factors in each locale, and describe how you would overcome these in an interpreting situation.

3. Using role-playing techniques, select class members with various personal appearance idiosyncrasies: bushy mustache or beard, unruly hair, a tendency to slouch, etc., and project them into interpreting situations. Care should be exercised here to keep a sense of humor and fun, and to remember at all times that the aim here is to foster an awareness of potential distractions in the interpreting picture.

4. What to do while waiting for research to be done. Some suggestions for studying some minor aspects of the physical surrounding. Table arrangements.

Additional Reading: Lloyd, Glenn, Guidelines for Effective Participation in Professional Meetings (64)

VI. COMPENSATION

(Reading: Text, p. 10 #6; 109, p. 126)

A. RID Fee Schedule may serve as a general guide. Acceptable salaries as an alternative to a fee schedule.

B. Interpreter should at all times be aware of who is paying for interpreter services. (For whom does interpreter work?)

C. Agree beforehand how much your fee will be.

D. Incidentals.

1. Travel time.
2. Fares, tolls, etc.
3. Meals.
4. Lodging (especially at conventions.)
5. Overtime.

E. Amount of time you will be interpreting.

1. At workshops, for instance, interpreting duties can be heavy. Insist on a second interpreter, or more, as needs indicate.
2. Sometimes inevitable that you will be called upon to "donate" services. Doctors and lawyers are often in the same situation, especially vis-à-vis clients who cannot pay.
   Especially true in church interpreting.
   The line must often be drawn here.
3. Half an hour is the usual interpreting session at a large meeting where other interpreters are serving.

F. Contingencies.

Cancelled interpreting assignment - last minute.
Should you be paid?
Perhaps wise to make out a prior written agreement stipulating conditions under which payment is or is not to be made.

G. Legal interpreting.

1. Normally, court pays for services. There should be no misunderstandings, however, particularly with respect to scheduled court sessions which end in adjournments.

2. If client himself engages your services, it should be made clear that he is expected to pay. Prior agreement on fees and contingencies.

H. Private organizations.

1. Explain your services to the person calling.
2. Follow up with letter of confirmation, giving particulars, especially about fees and like matters.
3. Salaries vs. fees.

I. Educate clients about payments.

Some do not realize that interpreters are paid. Maybe a group of clients will have to pool funds to pay.

J. OVR.

OVR a large user of interpreter services. Important to understand procedures.

1. Filling in OVR vouchers.
2. OVR payments are never retroactive (by law.) Make certain there are no misunderstandings regarding your services and when they are to begin.
   State VR payments vary.
3. Wrong vouchers.
   Clearing with counselor and/or finance office.
4. OVR currently limiting services for deaf students to entry-level job education, and therefore interpreting.

K. Competition from part-timers and donaters (Bible students, relatives, friends).

LABORATORY WORK

1. Procure OVR vouchers and practice filling them out.

2. Hypothetical situations.

   A. Role-playing.

      Set up a conference to agree upon a fee schedule for specific interpreting assignments:
      a. Court/legal.
      b. Lawyer's office. He has engaged you.
      c. Doctor calls you in to help out with a poor deaf patient he is caring for without charge.
      d. You have been called in by court, only to discover another interpreter on duty.
      e. Minister has asked once too often that you interpret during a long church service. You have been doing this gratis up to now.
      f. Court, which is paying you a fixed fee, sends you off to accompany convicted deaf client to probation office, a session which consumes the remainder of the day and prevents you from earning money elsewhere.
      g. Describe one interpreter's "protest" to the court's refusal to pay him for interpreting.

3. Need an article on employment of interpreters - a labor market analysis. Are we being realistic in trying to prepare full-time interpreters? Should we develop interpreting along with, and only along with, another occupation?

VII. RELATED TOPICS: ORAL INTERPRETING, REVERSE INTERPRETING, DEAF-BLIND INTERPRETING

ORAL INTERPRETING (Text, p. 37)

A. Meet with client beforehand, if possible.

1. Determine how well he speaks and how well you understand him.
   a. Becoming attuned to deaf speech takes a little time. Do not be hasty.
   b. Perhaps have client read from known context, to give you an opportunity to familiarize yourself with his particular speech patterns.
   c. Lipreading can be invaluable.

2. Determine how well he reads your lips.
   a. Some words difficult to lipread; rephrase using easier lipreading words.
   b. Don't exaggerate lip movements. This happens often when you do not use voice; lose plosives.

3. Avoid sterotyping oral deaf persons. There are many degrees of oralism.
   a. Pure oralist. Frequently refuses to admit he does not understand. May resent even the appearance of a sign or gesture.
   b. Conservative oralist. Frequently understands a few signs, and very often can read fingerspelling. Accepting of the fact that he can and does sometimes misunderstand in a lipreading situation.
   c. Liberal oralist. Prefers oral communication, but can sign himself to some extent. Fingerspells whenever necessary. Does not object to the use of signs in public, when made aware that he cannot otherwise understand.

B. Environmental control is very important.

1. Lighting.
2. Distance.
3. Physical setting.
4. Noise.
   a. Many oral deaf persons have useable residual hearing, and prefer to use it. Extraneous noises therefore can be irksome.
   b. In a noisy place, and in a quiet place for that matter, interpreter may speak without voice, for one reason or another. There should be mutual agreement involved, between interpreter and client.

C. Important to find out client's preferred mode(s) of communication. (See p. 6)

1. Speech.
2. Lipreading.
3. Sign language.
4. Writing.
5. Combination of above.

REVERSE INTERPRETING (25, p. 31; 64, pp. 68, 78, 81)

A. Assess speech ability of deaf person beforehand.

1. Language level.
2. Avoid embarrassment.

B. Lipreading deaf client is frequently helpful.

C. Phrase by phrase. Ask client to stop briefly at end of each thought.

D. Keep as close as possible to signed content, while maintaining an acceptable English interpretation.
"I have not as yet dined" vs. "I haven't eaten yet."

E. Use your voice in the same manner as the signer is using his signs and body: sarcasm, anger, etc.

F. A deaf person with good speech, and with a natural command of sign language can frequently make a superb reverse interpreter.

G. Helpful to know the personality of the speaker. Some deaf signers can be overly emphatic in sign language, presenting, to the uninitiated reverse interpreter, an erroneous personality picture.

H. In a formal presentation, don't upstage the speaker.
Good to have a microphone in the front row facing the speaker.

I. When a formal paper is read, it is always best to procure a copy in advance, and read from this, keeping pace with the signed version.

DEAF-BLIND INTERPRETING (25, p. 58; 65, 66)

A. Positioning with client (setting).

1. Body to body.
2. Hand to hand.

B. Fingerspelling techniques.

1. Tricks.
2. Shortcuts.
3. Avoidance of fatigue.
4. Spelling on the palm. (Tracing letters & numbers).
5. Spelling on the back.
6. Alphabet glove. (66, p. 4)

C. Other communication methods.

1. International Morse Code.
2. English two-handed manual alphabet.
3. The Braille typewriter.
4. Tadoma.

D. Ethical considerations.

E. Behavioral implications.

LABORATORY WORK

Questions for Discussion:

1. What if deaf person's speech is unintelligible but he does not want to be reverse interpreted?
2. Should hearing persons being interpreted to ever be made aware of what the deaf person is saying literally? Be given a pic ure of the language he uses?
3. How verbal or literate may you make the deaf person appear? (Extension of 2, above).
4. If reverse interpreter misses something, should another signer or interpreter fill him in or correct him?
5. What if the deaf person is asking what you know to be a stupid question?
6. What if deaf person in class rambles on and on, not paying attention to teacher's efforts to cut him off (if he is not watching interpreter or teacher)?
7. What if someone interrupts deaf person: should interpreter interpret what the deaf person is saying, or what the interrupter is saying?

View available videotapes and films showing deaf persons of different levels of linguistic ability engaged in manual communication. Make tape recordings of their conversations, and play back to class members for discussion and comment.

VIII. INTERPRETING IN THE EDUCATIONAL SETTING

(Reading: 25, p. 66; 24, p. 24; 109, p. 37; 68)

A. Statement of Purpose.

To study the nature and techniques of interpreting in the education setting.
Implications of the interpreting process in the education setting.
- i. Communication problem.
- ii. Responsibilities of the interpreter.
- iii. Orientation of the instructor to deafness - by whom and how much?

B. Introduction to the Education Setting.

1. Educational opportunities for the adult: an overview.
2. Educational programs.
   a. Purposes.
   b. Places of operation.
3. Educational personnel.
   Functions.
4. Characteristics of adult learners.
   a. Positive factors.
   b. Negative factors.
   c. Undereducated adults: characteristics.

C. Deaf persons in the Educational Setting.

1. Advantages in using an interpreter.
   a. Becoming an active participant in a hearing environment.
   b. Better understanding of teachers.
   c. Better understanding of fellow students.
   d. Wide choice of schools and courses.
   e. Relaxation and removal of tensions.
2. Special educational programs offered for deaf persons.
   Representative postsecondary programs offered throughout the country.

D. Function of the interpreter in the Educational Setting.

1. Working in the educational setting.
   a. Function is professional and not personal.
   b. The link between deaf student and his education.

c. Transmission of all information given in classroom.
d. Activity limited to interpreting rather than assisting. (Explaining, note taking, etc.)
Right of the deaf student to succeed as well as fail.
Reasons for limiting:
i. Deaf person's benefit.
ii. Interpreter's benefit.
e. Can you interpret while you take the same educational course?

2. Assessment of educational situations.
Ability to function in a given situation.
Honest self-assessment.
i. Am I capable in this setting?
ii. Can I understand the material?
iii. Can I interpret this subject without embarrassment (sex education for example) or over-emotional involvement.

E. Interpersonal Relations.

1. Interpreter-client relationship.
Meet with client beforehand.
2. Interpreter-instructor relationship.
Student introduce interpreter. Let instructor know why interpreter is present.
3. Interpreter-school administration relationship.
Policy, public relations.
4. Interpreter-agency relationship.
Clear understanding of fee schedule and other matters.
5. Interpreter-interpreter relationship.
Scheduling and other matters.
6. Interpreter-hearing students relationship.
Answer their questions on deafness and sign language.

F. Physical Setting.

1. Lighting.
2. Class size.
3. Interpreter's position.
4. Special setting problems.
a. Tables instead of desks.
b. Seminar/round table settings.
c. Darkened classrooms - audiovisual materials and procedures.

G. Ethics, Interpreter Behavior.

1. Confidentiality.
   a. Grades.
   b. Deaf student's standing in class.
   c. More than one deaf student in class. For whom are you interpreting?
2. Interpreter behavior.
   a. Punctuality.
   b. Absences and emergencies.
   c. Alertness/attentiveness.
3. Interpreter is not a teacher.
4. Interpreter is not a notetaker when deaf student is absent.
5. Characteristics of interpreter.
   a. Maturity.
   b. Compatibility.
   c. Flexibility.
   d. Objectivity.
   e. Sophistication.
   f. Personality.

H. Linguistics.

1. Interpreter must be, or become, familiar with the vocabulary of the course.
2. Interpreter and deaf student may have to make up appropriate signs.
3. Assessment of deaf student's language level.
4. Two deaf students of unequal communication skills.

I. Compensation.

1. Prior arrangements: Who is paying interpreter?
2. How much?
3. How?
4. When; how often?

J. Related topics.

1. Reverse Interpreting. Make arrangements with the student beforehand if possible.
   a. Student should probably not use his voice when being reverse interpreted. There is some disagreement here, however.
   b. Interpreter should inform student if others cannot understand his speech.
   c. Reverse interpret into grammatically correct English.

2. Student should inform interpreter if his services are needed for exam periods.
3. At the beginning of semester if bibliographies are gone over, perhaps interpreter could check off books mentioned and mark down comments about them. This is not note taking.

K. Differences in Interpreting at Various Educational Levels.

1. Preschool.
2. Elementary.
   etc.

PRACTICUM EXPERIENCES

1. Trainees may be assigned to observe experienced classroom interpreters in action. These trainees should gradually be permitted to interpret and be observed by the regular interpreter and also by the instructor of the interpreting course.

2. Interpreting experiences in different subjects: vocational and trade schools; college; continuing education courses; graduate level courses in the university.

IX. INTERPRETING IN THE MENTAL HEALTH SETTING

(Reading: Text, p. 94; 74, 78)

A. Statement of Purpose.

To study the nature and techniques of interpreting in the mental health setting. Implications of the interpreting process in the mental health setting.

i. Communication problem.
ii. Responsibilities of the interpreter.
iii. Orientation of therapist to deafness. Appropriate? To what extent?

B. Introduction to the Mental Health Setting.

1. History of service to deaf persons in the field of mental health.
   a. Past neglect.
   b. Inadequate services.
   c. Superstitions and stereotyping of deaf persons.
   d. Development of services.
      i. Clinics.
      ii. Hospitals.
      iii. Half-way houses.
   e. Training of professionals.
   f. Training of interpreters: a new trend.

C. Some personal qualifications of the interpreter in a mental health setting.

1. Sound mental health.
2. Good general physical health (preferred).
3. Flexibility-ability to function in different settings.
4. Reasonably high intelligence.
5. Confidentiality-trustworthy.

D. Interpersonal Relations.

1. Interpreter-client relationship.
   a. Assessment of intellectual level.
   b. Assessment of communication level and preferred communicative mode(s).
   c. Importance of putting client at ease and reassuring him of confidentiality.
2. Interpreter-therapist relationship.
   a. Orientation of therapist to problems of deafness.
      Often very necessary since problems and implications of deafness are not generally understood, even by physicians.

b. Avoidance of situations and statements which tend to antagonize therapist. Therapist may be placed on defensive by his lack of understanding of problems of deafness.

3. Interpreter-therapist-client relationship.
   a. Mutual trust and confidence essential.
   b. Interpreter must have a general understanding of the behavior of clients in a mental health setting.
   c. Critical self-evaluation and objectivity are of crucial importance in mental health setting.

E. Physical setting.

1. Lighting and distance loom large in stressful situations.
2. A pre-session with client can be very helpful. Alleviation of some tensions; knowing what to expect.
3. The classic analyst's couch setting: limitations.

F. Ethics/Interpreter Behavior.

1. Confidentiality.
   a. Crucially important. Must be stressed repeatedly. Client may be terrified that his secrets and problems may be aired to the "deaf world."
   b. Mental health setting sessions are often extremely delicate and potentially embarrassing.
2. Awareness when your role seems restricted because of client's unwillingness to "open up" before you. Often occurs when interpreter and client are of the opposite sex.

G. Linguistics.

1. Use pre-session to assess client's communicative preference and modes.
   a. Tension and speechreading do not go hand in hand.
   b. Client usually preoccupied with problems; be sure he understands everything.
2. Stick to small talk during communication evaluation.
   a. Avoid discussion of client's problems; he may wish to discuss them.
      "I will help you when you talk to the doctor about your problems."

b. Avoid all mention of names of other deaf persons.
Fear of disclosure may border on the paranoid.

H. Compensation.

1. Prior arrangement: Who is paying interpreter?
2. How much?
3. How?
4. When?
5. Clear understanding by agency paying, as to number and length of mental health sessions (if known).

I. Related Topics.

1. Therapist may fail to orient client as to what will take place. What is interpreter's role in this event? (None.) Client may ask interpreter for his impression of the session or for information. What is the interpreter's role?
2. Avoidance of impression of a two-to-one session (therapist and interpreter against client).
3. Awareness that failure of client to communicate may well be one of his symptoms, and not an indication of limited communicative ability.
4. Interpreter has a responsibility to acquaint therapist with language level being used; whether translation or interpretation is being done.
5. Interpreter bears a responsibility to familiarize himself with vocabulary and terms used in mental health settings, and should be resourceful enough to render them into clear terms for the client.
6. Important for interpreter to interpret accurately what may sometimes appear an inane remark or statement. Therapist may sometimes seize upon such things in order to make a more accurate diagnosis. In mental health settings, communication content is important, but the way things are said are often key clues to the therapist.

PRACTICUM EXPERIENCES

1. Samples of questionnaires should be collected, relating to general and medical history of client. Interpret the questions for clients representing different language and communication levels.

2. Role playing.
   Improvement of interpreting skills in situational experiences. Deaf persons should be included here. A professional therapist who has worked with deaf persons may be a valuable resource person and participant in these sessions.

3. Actual interviews in medical and psychology textbooks may be read, and then acted out as if the subject involved in these interviews were a deaf person. One member of the class acts as interpreter.

4. Interpret an intake interview using a questionnaire.

5. Interpret a marriage counseling session.

6. Interpret a family therapy session.

7. Set up a "crisis clinic" session. Interpret therapist talking to a deaf client in an effort to prevent suicide.

8. Set up an Alcoholics Anonymous session and interpret for a deaf person.

9. Set up an Odyssey House type of encounter therapy session for drug addicts and interpret for a deaf person. Ex-addicts are frequently happy to help.

X. INTERPRETING IN THE MEDICAL SETTING

(Reading: Text, p. 59; 79)

A. Statement of Purpose.

To study the nature and techniques of interpreting in the medical setting.

a. Implications of the interpreting process in the medical setting.
b. Responsibilities of the interpreter.
c. Orientation of medical worker to deafness. To what extent?

B. Introduction to the Medical Setting.

1. Few doctors have the ability to communicate with deaf people.
2. Misconceptions of doctors and nurses.
   a. Deaf people should be able to lipread and speak intelligibly.
   b. Deaf people should be able to understand written communication.
      Written communication of deaf persons is similar to that of hearing persons.
3. Working without an interpreter is time-consuming for the busy medical worker, and often results in misunderstandings, inaccuracies, and general underservice to the deaf client.
4. Presence of interpreter lends support to deaf patient.

C. Some personal qualifications of the interpreter in a medical setting.

1. Sound mental health.
2. Good general physical health (preferred).
3. Flexibility - ability to function in different medical settings.
4. Reasonably high intelligence.

D. Interpersonal Relations.

1. Physician-patient relationship.
   A clear understanding of the nature of the physician-patient relationship is necessary at all times. This is a relationship with high moral/ethical implications, and should be kept uppermost in mind at all times.

2. Physician-interpreter relationship.
   a. The problems of deafness are seldom understood, even by professionals. Interpreter's role in orientation of medical worker. To what extent?
   b. Speech and language of deaf persons: making the medical worker aware.
   c. Interpretation vs. translation: explanation.
3. Interpreter-patient relationship.
   a. Interpreter should not be a relative or a friend of patient, although at times this cannot be helped. In most cases this is not important as it is in mental health.
   b. Many deaf persons tend to feel a close relationship toward those with whom they can communicate; it is important that interpreter recognize this tendency and not permit patient to look to him for the help which should be given by the physician.
4. Physician-interpreter-patient relationship.
   a. Always best for doctor himself to speak directly to patient; interpreter should function only when needed. Interpreter should best remain in background.
   b. Best to use first person interpreting when speaking for patient; likewise, it is important for patient to understand it is the doctor and not the interpreter who is speaking.

E. Physical setting.

1. Doctor's office. Lighting; distance.
2. Hospital admissions office.
3. Bedside. Doctor and interpreter should be on same side.
4. Treatment room.
5. Examining room.
6. Eye examinations; problems of darkened room; Snellen chart reading; ophthalmoscopic examinations.

F. Ethics/Interpreter Behavior.

1. Confidentiality.
   a. Important to stress and repeat. Especially in delicate and potentially embarrassing situations.
   b. Patient usually feels most comfortable with interpreter of same sex.
2. Objectivity of interpreter.
   Interpreter must always keep his own feelings and biases out of the picture.

G. Linguistics.
1. A pre-session with patient can be helpful in assessing language level and preferred mode(s) of communication.

2. Important for doctor to understand linguistic limitations of patient, if they exist.
3. If doctor uses language which interpreter knows will not be understood by patient, interpreter should so inform doctor, and request that he reword it, or discuss with doctor how interpreter proposes to reword it.
4. It is professional responsibility of interpreter to be conversant with general medical terms and vocabularies, and to be able to render them understandably to deaf patients of varied language backgrounds.

H. Compensation.

1. Particularly important in medical setting for the matter of remuneration to be set forth in very clear terms.
   a. Does patient pay?
   b. Does agency (OVR) pay?
      If so, is it clear OVR is paying physician (if such be the case) and interpreter separately, for interrelated services?
2. How much?
3. How?
4. When?
5. Extended treatment.
   Is extended interpreting service necessary?

I. Related Topics.

Problems and dangers.

a. Interpreter should guard against answering all the questions for the patient.
b. Interpreter should avoid functioning as a physician's assistant.
c. Patient may give information to interpreter and ask him not to tell it to the doctor.
d. Patient may attempt to contact interpreter privately after medical session.
e. Patient may not trust doctor because of previous experiences with professional people who have not understood deaf persons.

PRACTICUM EXPERIENCES

1. Compile questionnaires and forms used by doctors and hospitals, and plan practice sessions interpreting these, preferably with deaf volunteers.

2. Legal forms: granting permission for surgery; absolving hospital of liability, etc. Practice interpreting these.

3. Interpreting notes written by doctor to patient: medication instructions, dietary regimes, etc.

4. "Low verbal" interpreting: involvement of a second (deaf) interpreter to act as intermediary in the interpreting process, utilizing the different practicum assignments above.

5. Role-playing. Playing part of doctor, patient, nurse, hospital intake/admissions personnel.

6. Medicare questionnaire for the elderly. Role-playing on different language levels.

XI. INTERPRETING IN THE SOCIAL WORK SETTING

(Reading: 24, p. 23)

A. Statement of Purpose.

To study the nature and techniques of interpreting in the social work setting.

a. Implications of the interpreting process in the social work setting.
b. Responsibilities of the interpreter.
c. Orientation of the social worker to deafness. To what extent?

B. Introduction to the Social Work Setting.

1. Social work may be divided into three main areas:
   a. Social casework.
   b. Social group work.
   c. Community organization.
2. Social work is a helping process; understanding its workings gives the interpreter useful insights.
3. Specific areas of service.
   a. Child welfare.
   b. Family service.
   c. School social work.
   d. Medical social work.
   e. Public welfare.
   f. Correctional service.
   g. Psychiatric social work.
   h. Rehabilitation social work.
4. The intake process.
   a. Meaning.
   b. Principles.
   c. Taking the client's history.
5. The interviewing process.
6. Diagnostic procedures.
   a. Family.
   b. Individual.
7. Implications for interpreting.

C. Personal qualities that make for successful interpreting in a social work setting.

1. Objectivity.
2. Reasonably high intelligence.
3. Maturity.
4. Good mental health.
5. Flexibility/adaptability.

D. Interpersonal Relations.

1. Interpreter-social worker.

a. Orientation of social worker to deaf speech and linguistic problems. To what extent?
b. Difficulty with abstractions.
c. Communication problems.
d. Interpreter must recognize social worker is the professional who is working with the client.
e. Social worker should also recognize interpreter as a professional working with the client. Mutual understanding of roles and their interrelationships.
f. Important, if interpreter and social worker talk, for client to know nature of conversation, in order to alleviate any fears that he is being talked about.

2. Interpreter-client.
a. For most effective and objective services, interpreter should not be a relative or friend of client, although at times this cannot be helped.
b. Important for client to understand that interpreter's function is not to give advice or assistance but rather to facilitate communication.
c. Interpreter should recognize tendency of deaf person to feel a close relationship to someone who is able to communicate well with him, and not permit the client to look to him for the help which should be given by social worker.
d. A faithful interpretation is of paramount importance, either way. Interpreter must be prepared to transmit unacceptable language at times. Client may be hostile to the social worker or the interpreter, but interpreter must be prepared to transmit information accurately at all times.

3. Social worker-interpreter-client.
a. Optimally, social worker should speak directly to client. Interpreter should function only when needed.
b. Whenever worker and client can communicate well without interpreter, he should remain in background.
c. Stress use of first person, in order to foster the feeling that the relationship is between social worker and client.

E. Physical Setting.

Interpreter should attempt to make physical setting as amenable as possible to good communicative give and take.

a. Lighting.
b. Distance between social worker and client; between client and interpreter.
c. Visual background problems.
   i. Open Venetian blinds.
   ii. Vivid clothing and background designs.
d. Distractions.
   i. Other people in the room.
   ii. Telephone interference.

F. Ethics/Interpreter Behavior.

1. Assurance of confidentiality. See R.I.D. Code of Ethics. (Text, pp. 9-10)
2. Complete objectivity. Never intrude by stating personal approval or disapproval of worker's or client's statements.
3. Never express shock at what may transpire during a session.
4. Know when to interpret; when to translate. Social worker should be brought to understand what is being done: when and why. This fosters respect and confidence.
5. Conversations between social worker and interpreter should be reported to client.

G. Linguistics.

1. A pre-session with client is always helpful in assessing language level and preferred communication mode(s).
2. Important for social worker to understand linguistic limitations of client, if they exist. Such understanding will sometimes encourage social worker to achieve closer communicative contact with client, rather than leave him completely in the interpreter's hands.
3. If social worker uses language which interpreter knows is not understood by client, interpreter should so inform social worker, and request that he reword it, or discuss with social worker how interpreter proposes to reword it.

H. Compensation.

1. Usually agency referring client for social services will be responsible for paying interpreter. This should be understood clearly, however.
2. Followup services should be cleared with referral agency, insofar as interpreter fees are concerned.

J. Related Topics.

Problems and dangers.

a. Interpreter should not answer any questions for the client.
b. Interpreter should never function as an assistant to the social worker.
c. Avoid being trapped with information which the social worker is trying unsuccessfully to get from the client but the client does not want the social worker to have.
d. Avoid and discourage client from contacting you privately after interview (asking for assistance, etc.)
e Client may not trust social worker because of previous experiences with hearing people who have not understood him. There may also be hostility here.

PRACTICUM EXPERIENCES

1. Instructor should have a collection of sample questionnaires used by agencies interviewing deaf people.

2. Assemble a collection of hypothetical notes and letters used by deaf persons in communicating with the social worker. Valuable insights into linguistic and other problems can be thus obtained. In the case of low verbal deaf clients, such notes may be unintelligible even to an experienced interpreter. Another deaf person or a communication skills specia ist may be able to offer assistance.

3. Notes from social worker to client should be written in simple and clear language. Interpreter may be of help here.

4. Legal forms such as citizenship applications, insurance papers, etc., must be fully explained to client before he signs.

5. Role playing.
   a. Client is interviewed because he has failed to make a good adjustment to his work.
   b. Client and social worker discuss his problem of being late for work, and also failing to keep appointments at the agency office.
   c. Social worker discusses complaint of neighbors that the hearing children of the deaf client use very bad language, and the neighbors do not like the influence this has on their children.
   d. Mother is deaf; child seems to need psychiatric care.

(Each role play situation should be practiced for deaf persons of different verbal levels.)

XII. INTERPRETING IN THE VOCATIONAL REHABILITATION SETTING

(Reading: Text, p.p. 85-94)

A. Statement of Purpose.

To study the nature and techniques of interpreting in the vocational rehabilitation setting.

a. Implications of the interpreting process in the vocational rehabilitation setting.
b. Responsibilities of the interpreter.
c. Orientation of the rehabilitation counselor to deafness. To what extent?

B. Vocational Rehabilitation Defined.

a. What it is.
b. How it is done.
c. Eligibility requirements.
d. Application procedures.

C. The Vocational Rehabilitation Process.

1. Case finding.
2. Medical diagnosis.
3. Medical services.
4. Vocational evaluation.
5. Vocational counseling.
6. Vocational training.
7. Maintenance.
8. Placement.
9. Follow-up.

D. The Vocational Rehabilitation of Deaf People.

Reading and discussion:

a. The Vocational Rehabilitation of Deaf People, A Report of a Workshop on Rehabilitation Casework Standards for the Deaf, Washington, D.C.: U.S. Department of Health, Education & Welfare, Vocational Rehabilitation Administration, 1966.(87)
b. International Research Seminar on the Vocational Rehabilitation of Deaf Persons, Washington, D.C.: U.S. Department of Health, Education & Welfare, Social and Rehabilitation Service, 1968.(85)

E. Personal Qualities that Make for Successful Interpreting in a Vocational Rehabilitation Setting.

1. Objectivity.
2. Reasonably high intelligence.
3. Maturity.
4. Resourcefulness.
5. Good mental health.
6. Flexibility/adaptability.

F. Interpersonal Relations.

1. Interpreter-rehabilitation counselor.
   a. It must be remembered at all times that the rehabilitation counselor is a trained professional.
   b. Theoretically, the rehabilitation counselor is supposed to be able to provide the full spectrum of rehabilitation services to deaf persons, just as these services are provided to other eligible persons. In actuality, however, deaf clients are frequently underserved by rehabilitation counselors, due to:
      i. The communication problem.
      ii. The comparatively long time it takes to offer the same services to deaf persons as to other eligible persons.
   c. The rehabilitation counselor is frequently very much aware of these deficits, and may tend to be:
      i. On the defensive regarding services performed or not performed.
      ii. Excessively negative regarding rehabilitation prospects for a deaf client -- a rationalizing and defense mechanism.
   d. The rehabilitation counselor may tend to equate good speech and verbal skills as a sine qua non for rehabilitation. What is the interpreter's role?
   e. A defensively inclined rehabilitation counselor may feel threatened by the appearance of an interpreter. What is the interpreter's role?
   f. All of the foregoing call for the exercise of a high degree of personal tact and diplomacy on the part of an interpreter, particularly one who is familiar with the rehabilitation process.
2. Interpreter-client.
   a. Interpreter's limited role and function must be made quite clear to client. There must be no misunderstanding.
   b. Deaf client frequently comes to vocational rehabilitation office with certain pre- and misconceptions. A typical one is that the vocational rehabilitation office exists solely to find the client a job, and quickly. What is interpreter's role, if any, in this situation?
3. Rehabilitation counselor-interpreter-client.
   a. Rehabilitation counselor should best speak directly to client, if this can be done. Interpreter should function only when needed.

b. Stress use of first person, in order to foster the feeling that the relationship is between the counselor and client.
c. Much paper work is involved in vocational rehabilitation. Interpreter must be prepared to assist as needed.

G. Physical Setting.

1. Interpreter should try to make physical setting as favorable as possible, for optimal communication.
   a. Lighting.
   b. Distance between counselor and client; between client and interpreter.
   c. Visual background.
   d. Distractions. Office is frequently a busy place.
   e. Telephone interference.

H. Ethics/Interpreter Behavior.

1. Assurance of confidentiality. See R.I.D. Code of Ethics.
2. Complete objectivity. Extra care must be exercised to avoid intrusion into the interview by interpreter.
3. Avoid preaching or "telling what it's all about" to the counselor, who may be on the defensive and therefore resentful.
4. Know when to interpret; when to translate. Counselor should understand what is being done, and why.
5. Conversations involving counselor and interpreter should be interpreted to client, or a brief word given, so that he will know he is not being talked about. The latter is pertinent with limited-language clients.

I. Linguistics.

1. Pre-session with client as an aid in assessing language level and preferred communication mode(s).
2. Important for counselor to understand linguistic limitations and abilities of client. Prior assessment session.
3. If counselor uses language which interpreter knows is not understood by client, interpreter should so inform counselor, and request that he reword it, or discuss with counselor how interpreter proposes to reword it.

J. Compensation.

Vocational rehabilitation agency usually pays interpreter directly for his services. However,

a. There should be an understanding regarding rate of payment, method of payment, when payment will be made.
b. Vouchers and other OVR forms should be properly filled out and executed.
c. OVR does not pay for services rendered before the standard authorization form for these services has been sent out.

PRACTICUM EXPERIENCES

Role playing involving:

a. Initial interview.
b. Filling out the questionnaire (deaf client frequently has trouble here).
c. Other questionnaires: vocational, aptitude, psychological.
d. In doctor's office - physical exam.
e. In otologist's office - audiological exam.
f. Counselor and deaf client visiting various work settings to explore possibilities for training and placement.
g. Visit agency specializing in vocational assessment psychological/aptitude testing, personal adjustment training, etc. of deaf clients.
h. Adjustment counseling: appropriate attire for the job interview, for the work setting, behavior, relationship to employer and to fellow employees.
i. The above situations would lend themselves well to videotaping, for subsequent discussion sessions.

XIII. INTERPRETING IN THE LEGAL SETTING.

(Reading: Text, p. 45; 24, p. 23; 25, p. 28; 89, 90, 91 92, 93, 94, pp. 5,33,37,39,41,43,46,48,49; 113, p. 13)

A. Statement of Purpose.

1. To study the nature and techniques of interpreting in the legal setting.
   a. Implications of the interpreting process in the legal setting.
   b. Responsibilities of the interpreter.
2. The legal setting.
   a. Functions of attorneys, judges, jury, etc.
   b. Kinds of attorneys and courts.
   c. Courtroom protocol and procedures.
   d. Responsibilities of persons involved with the law.
      i. Officers of the court.

B. Legal Rights in General.

1. Understanding the law.
2. The great rights.
3. Living under law.
4. Due process of law.
5. Our basic civil rights.
6. The United States Supreme Court.
   The ultimate guardian of our legal rights.

C. Legal Rights and Deaf Persons.

Reading: Myers, Lowell J., The Law and the Deaf, Washington, D.C.: U.S. Department of Health, Education & Welfare, 1964. (94)
The Deaf Man & the Law (92)

D. Specific Legal Subjects.

1. Working with attorneys.
2. Testifying.
3. Interpreting.
4. Contracts (Insurance, Wills, Adoption).
5. Marriage and Divorce.
6. Injuries and Accidents.
7. Libel and Slander.
8. Criminal Matters.
9. Deaf Drivers.
10. Income Tax.
11. Workmen's Compensation.
12. Federal Benefits for Deaf Persons.

E. Legal Aid.

1. Familiarity with procedures essential. The COSD (Council of Organizations Serving the Deaf) maintains a list of available speakers and resource personnel who can speak to groups concerning this matter.
2. Interpreter should be aware of local legal aid services.

F. Interpersonal Relations.

1. Interpreter-attorney.
   a. Interpreter should understand that almost 90 percent of legal cases never reach the trial stage.
   b. They are settled out of court.
   c. Attorney is responsible for instructing both client and interpreter regarding procedures. A private office conference is highly desirable. It is here that a good relationship can be established between attorney and interpreter.
   d. Orientation to deafness. Interpreter can discuss the nature and implications of deafness, including methods of communication.
   e. Interpreting and translating. Interpreter should make attorney aware of just what he will be doing for client as he interprets. Attorney should be made to understand the difference between interpreting and translating, and the governing factors behind each.
   f. During office visit, interpreter can become familiar with the case, in a general way. It is in this way that interpreter can prepare himself with specific vocabulary involved (accident, insurance, rape, drugs, etc.).
   g. Interpreter should be made aware of any special instructions he may need regarding the trial itself.
2. Interpreter-judge.
   a. Pre-trial conference.
      i. A legal procedure with legal significance.
      ii. It is here that interpreter's skill may be challenged as part of the proceedings, or in an appeal. The wise interpreter will ascertain that his skill and competency are established with the judge at the outset, as a matter of record.

b. Accepting responsibility to interpret.
   i. Interpreter, equipped with knowledge of the nature of the case, and knowledge of the client's communication skills, may at this point decide there will be potential difficulty, especially with reverse-interpreting for the client. He may wish to suggest to judge that a deaf person or another hearing interpreter be used to assist as intermediary interpreter. The rationale here is similar to that governing selection of alternate jurors.

c. Orienting the judge to deafness.
   Interpreter may wish to prepare a brief written statement or letter regarding the general nature of deafness and its relation to communication. R.I.D. pamphlet, "Information for Judges", can be useful here. (90)

d. Approaching the bench.
   Interpreter should be familiar with courtroom etiquette and procedures to observe. This is useful especially when proceedings move too quickly for interpreter to successfully interpret.

e. Expert opinion.
   Interpreter, particularly if he has a well-established reputation, may find himself called upon by the court for his advice or opinion regarding sentencing or final disposition of a case. A well-prepared interpreter should, ideally, have information to offer regarding precedents, or the availability of special rehabilitation, educational, or corrective service. This whole process, however, is often fraught with danger, and is easily abused.

3. Interpreter-court reporter.
   This may be a new experience for the court reporter, and the alert interpreter may wish to solicit an understanding and establish procedures with respect to reporting the case.

4. Interpreter-client.
   a. It is imperative that client understands clearly for whom the interpreter works.
   b. Methods of initial contact with client.
      i. May be called in by deaf person.
      ii. May be summoned by either attorney.
      iii. May be called and paid by the court to function during the trial.
   c. Interpreter must clarify the limits of his responsibility. He is not the lawyer; he is not the lawyer's aide.

5. Interpreter-client's family.
   a. Interpreter must carefully guard his professional status in serving the deaf client.
   b. Always best to avoid unnecessary communication with family and friends of client.
      i. Parents of deaf persons are sometimes overprotective and may demand the same attitude of the interpreter.
      ii. Interpreter must preserve his objectivity and make clear the limitations of his function.

6. Interpreter-news media.
   Deaf trials make good copy.
      i. Interpreter should never communicate with the press regarding the case.
      ii. It may be permissible, however, to comment on deafness in general, using this opportunity to acquaint the public with the implications of deafness.

G. Physical Setting.

1. The law office.
   a. Lighting and distance.
   b. Visual background.
   c. Distractions; telephone.
2. The courtroom.
   a. Lighting.
   b. Obstructions.
   c. Positioning of principals.

H. Ethics/Interpreter Behavior.

1. The interpreter is an officer of the court.
   Interpreter's Oath.
   Legal ramifications.
2. Confidentiality.
3. Complete objectivity; awareness that you too, as interpreter, are often "on trial."
4. Firmness is sometimes called for, in dealing with opposing attorney's tactics.

I. Linguistics.

Familiarity with legal terminology. A must.
   a. Considerable study and training may be involved.
   b. Legal terminology is extensive; ability to interpret legal terms on different linguistic levels.

c. Different types of courts use different legal terms.
   i. Civil courts.
   ii. Criminal courts.
   iii. Appellate courts.

J. Compensation.

A clear understanding of who is paying you.
   a. How.
   b. When.
   c. How much.

K. Related Topics.

1. Sentencing.
2. Probation.
   The probation officer.
   Interpreter's role in the probation office.
3. Parole.
   Concept of parole often difficult to explain to low verbal deaf persons.
4. Adjournments and postponements.
   Low verbal deaf persons often think they are free and need not return to court any further.

PRACTICUM EXPERIENCES

1. Various films specially prepared for legal interpreting situations.
2. Simulated (mock) trials.
3. Apprenticeship/observation of actual trials and court proceedings.
4. Interpreting papers at legal conferences.
5. Reading of Wills.
6. Writing of Wills.

XIV. INTERPRETING IN THE RELIGIOUS SETTING

(Reading: Text, p. 76; 25, p. 74; 98, 100, 102)

A. Statement of Purpose.

To study the nature and techniques of interpreting in the religious setting.

a. Implications of the interpreting process in the religious setting.
b. Responsibilities of the interpreter.
c. Orientation of religious worker to deafness. To what extent?

B. Churches and their Beliefs.

1. Interpreter should have some understanding of the major religious faiths and their beliefs.
2. Books and pamphlets available.

C. The Deaf Person in the Church.

1. His expectations.
2. His needs.
3. His problems.

D. The Interpreter in the Religious Setting.

1. Straight interpreting.
2. Auxiliary function.
   May be religious worker as well.
3. Attire.
   Appropriate to the church and its service.

E. Interpersonal Relations.

1. Interpreter-minister.
   a. A high degree of rapport is essential between interpreter and minister.
   b. Interpreter should make every effort to acquaint minister with the problems and ramifications of deafness, especially insofar as it concerns communication. Interpreter will find, usually, a highly receptive and sensitive audience in the person of the minister.
   c. Interpreter's status should be very clear. Will he be an interpreter only, or:
      i. A Sunday School teacher as well.
      ii. A conductor of choirs in the language of signs.
      iii. Director of deaf group activities.
      iv. Minister's representative to deaf congregants.
      v. A lay reader.

2. Interpreter-deaf congregation.
   a. Congregation is entitled to know if interpreter is a paid worker or not.
   b. Is interpreter responsible to the extent that he should be available for calls in the event he is needed as an interpreter outside the church?
3. Interpreter-hearing congregation.
   a. Interpreter will naturally arouse interest and curiosity on the part of hearing congregation.
   b. He should be prepared to acquaint the hearing public with deafness and with the language of deaf people.
   c. He may wish to have information folders available, and/or to distribute alphabet cards.
   d. There will always be a few hearing persons expressing an interest in the language of signs, and professing an interest in becoming interpreters themselves. Interpreter should be prepared to rise to the challenge, and organize classes in the language of signs. The interpreter pool will thus grow. There will also be backup interpreters, or substitute interpreters in the event of illness of scheduling conflicts.

F. Physical Setting.

1. Lighting and other factors; architectural considerations of the church building.
2. Size of church group.
3. Size of church building.
4. Location of interpreter.
5. Wishes of deaf group.
6. Special equipment.
   a. Spotlights.
   b. Special platform.
   c. Backdrop.
   d. Kneeling bench.

G. Ethics/Interpreter Behavior.

1. Interpreter as a model to be emulated.
2. Very high ethical/moral behavior.
3. Interpreter should never "upstage" the minister; he is an instrument through which the minister reaches the deaf congregation.
4. Pastoral counseling sessions.

H. Linguistics.

1. Religious signs constitute the largest body or "family" of signs. Interpreter must be able to adapt them to appropriate church or synagogue services. Each denomination has its own interpretation of certain words; signs will vary from church to church.
2. Ability to interpret abstract concepts.
3. Ability to interpret at various linguistic levels.

I. Compensation.

1. Much volunteer work is done in church. Interpreter must have a clear understanding with church authorities regarding compensation, if such is desired and expected.
2. Extensive involvement in church work can be very demanding in terms of time, and can interfere seriously with interpreter's work and personal life.
3. Deaf congregation may prefer that interpreter be paid, so as to avoid being under obligation to him.
4. If church budget provides for compensation of organist, Sunday School superintendent, etc., interpreter should not feel out of place if he requests reimbursement for his time and/or expenses incurred.

J. Related Topics.

Music.

a. Interpreter should develop his ability to interpret music and to make it meaningful to deaf persons.
b. Role of rhythm is important. The deaf congregants can be helpful for assistance.
c. Interpreter may wish to train a sign language choir. This can add beauty, meaning, substance, to the service.

PRACTICUM EXPERIENCES

1. Weddings, funerals, special ceremonies, all offer rich practicum possibilities, under supervision of the regular interpreter. Observation and supervised practice interpreting.
2. Laboratory training can be aided through films, tapes, records of church services.
3. Religious counseling sessions and Sunday School classes also afford practicum opportunities for the student interpreter in a religious setting.

XV. THE REGISTRY OF INTERPRETERS FOR THE DEAF

A. Historical Perspective.

1. Muncie Workshop. (115)

2. Washington, D.C., meeting, January, 1965.

3. Workshop at the Governor Baxter State School for the Deaf, July 7-27, 1965. (Text, pp. vii-viii)

B. Purposes of the R.I.D. (Text, p.3)

C. Membership criteria.

1. Past.

2. As a result of Memphis Workshop, 1972.

D. Certification.

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   A. Orientation to Deafness
   B. Orientation to Interpreting

II. Ethics/Interpreter Behavior

III. Interpreter/Client Relationships

IV. The Communication Skills Picture/Linguistics

V. Physical Setting

VI. Compensation

VII. Related Topics: Oral Interpreting, Reverse Interpreting, Deaf-Blind Interpreting

VIII. Interpreting in the Educational Setting

IX. Interpreting in the Mental Health Setting

X. Interpreting in the Medical Setting

XI. Interpreting in the Social Work Setting

XII. Interpreting in the Vocational Rehabilitation Setting

XIII. Interpreting in the Legal Setting

XIV. Interpreting in the Religious Setting

XV. The Registry of Interpreters for the Deaf

XVI. Films and Teaching Media

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